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and we have made that offer clear on many occasions. We seek the withdrawal of all foreign forces—including our own—from South Vietnam once peace has been restored. And we seek a peace that guarantees freedom of choice for the South Vietnamese people.

Our purpose is firm; our patience is long; and our perseverance is unshakable.

But, as both Hanoi and Peiping have pointed out, the issue is larger than merely Vietnam.

General Giap, the North Vietnamese strategist who defeated the French at Dien Bien Phu, has put the matter candidly: "South Vietnam is the model of the national liberation movement of our time * * * If the special warfare that the U.S. imperialists are testing in South Vietnam is overcome, then it can be defeated anywhere in the world."

And—as we have seen—Lin Piao describes the struggle in Vietnam as merely the curtain-raiser in the whole global drama of Communist expansionism.

The issue, then, in Vietnam, important as it is, is not the only task facing the United States and its partners in freedom around the world.

It is an essential task. But it is not the total task.

The total task of free men on this planet is to preserve and nurture freedom everywhere that it is growing.

Lin Piao sees a major crisis in human society in the second half of the 20th century; he sees it taking place on the perimeter of the industrialized world—in Asia, in Africa, and in Latin America.

I think we can agree with him on that.

Let us examine why.

We can begin by reminding ourselves that the Communist mind is a curious combination of ideological rigidity—and tactical suppleness.

The Communist mind is, at one and the same time, philosophically closed—and pragmatically open.

In the past half century we have witnessed an imaginative display of aggressive Communist tactics.

The goal has always been the same: political domination. But the path to that goal has often switched direction.

In our own lifetime, Communist tactics have ranged through a broad and brutal spectrum; everything from outright occupation by the Red Army in Eastern Europe—through conventional aggression in Korea—to the guerrilla operations in Greece, Malaya, the Philippines, and now in Vietnam.

Communist tactics have sometimes fomented revolutions, and at other times have captured those initiated by others.

Communist tactics have learned to be as much at home with legal means, as with illegal means; with sophisticated societies, as with primitive ones; with rightist dictators, as with leftist demagogues.

Thus, if one surveys the total Communist movement of the past half century, one cannot fail to be struck with a profound bit of irony; that the Communists in their ultimate view of history are almost insufferably dogmatic and doctrinaire. But in their efforts to manipulate that history, they are almost incredibly pragmatic and practical.

What, then, is our answer to the Communist manifesto of Mao Tse-tung, as written by Lin Piao?

First, our answer is that we agree that the "focus" of the challenge lies, at the moment, in Vietnam.

But the Government of Vietnam and the United States will not be defeated by Communist aggression from the North. We will continue our support of the people of South Vietnam until a just and reasonable settlement is reached—whether by agreement at a conference table or by a cessation of the aggression, as in Malaysia, the Philippines, and Greece.

Second, we agree with Mao that the lands arching across the southern half of the globe—Asia, Africa, and Latin America—are to play a decisive role in the future of humanity.

But we disagree that their role is to be the hapless victims of Communist externally directed so-called wars of national liberation. On the contrary, we believe that these nations desire to remain fully and freely themselves—uncoerced by subversion stage-managed and supplied from without. We believe that these nations desire, with wisdom and dignity, to seek their own national progress in their own national way. And we stand ready to assist them to do precisely that.

Third, we agree that Mao's clear intent is that his brand of communism should eventually surround, encircle, and finally cut off and defeat western Europe and the United States.

But we disagree that that is going to happen. Our defenses are strong, and we remain alert and ready for whatever the future may bring. But more important is the fact that the free nations of the world offer a better future for the individual, and a peaceful path to that future.

Finally, we agree with Mao that just as there are cities and countryside within nations, so the world at large—in its current uneven rate of technological advance—can be viewed as a series of industrialized centers, surrounded by a less-developed countryside.

But we disagree that the historical process suggests that the global countryside will storm these centers, and put them to the torch of Communist insurgency.

On the contrary, we believe that the historical process will be precisely the reverse; that the industrialized centers—the fortunate nations of the world—will increasingly seek to bring to the countryside—to the poorer nations of the world—the very assistance and skill that will help these nations to close the poverty-gap. And the rich nations will do this by measures that will share talents and resources—by measures that will increase the self-confidence and self-reliance of the poorer nations to achieve their own self-sustaining political and economic growth.

In the United States we issue no global manifestos.

But we do indulge in one dream. We do entertain one grand vision. We do look to one great goal.

We are dedicated to continuing the dialog with the rest of the world that began in an obscure hall in Philadelphia on July 4, 1776.

The men in that hall were revolutionaries. The men in that hall did not believe that true political power can grow out of the barrel of a gun. They believed that true political power can grow only out of the people themselves—for that is precisely where it is: within each individual human being.

Those men did not rant about class struggle. They said bluntly that all men are created equal.

Those men did not theorize about a dictatorship of the proletariat. They proposed something far more explosive than that. They declared that all men had an inalienable right to life, liberty, and the pursuit of happiness.

Those men in 1776 fused, primed, and set off a political explosion that has had more ultimate effect on society than all the dictators of history rolled into one.

The fires of that revolution still burn in this country; and the sparks of that revolution still fly, igniting the tinder of human aspiration all over this globe.

One of the greatest challenges to this generation of Americans is to refine the formulas for creating the driving sparks; for cultivating the leadership talent; for unleashing

and organizing the earth's bountiful natural resources; for breaking down the out-of-date barriers to progress, throughout the world. We have an enormous challenge to perfect the formulas to do all of these things to permit what Lin Piao calls the countryside to find their way up the rocky path.

We must meet that challenge.

We must offer the more durable stuff of true, creative revolution.

Lin Piao's statement of Communist China's goals for the world is 18,000 words long.

President Johnson has summed up our goals for the world in three simple sentences:

Our own freedom and growth have never been the final goal of the American dream. We were never meant to be an oasis of liberty and abundance in a worldwide desert of disappointed dreams. Our Nation was created to help strike away the chains of ignorance and misery and tyranny wherever they keep man less than God means him to be.

Ladies and gentlemen, it is for you and me—and all of us on this small, whirling planet—to insure that this forecast will prevail.

Probing the Klan

EXTENSION OF REMARKS

OF

HON. PETER W. RODINO, JR.

OF NEW JERSEY

IN THE HOUSE OF REPRESENTATIVES

Monday, October 18, 1965

Mr. RODINO. Mr. Speaker, it is welcome news that tomorrow the House Committee on Un-American Activities will begin public hearings on the Ku Klux Klan. Communism is not the only threat to our form of democratic government, and it is high time to remove the shroud of secrecy which has surrounded the activities of this infamous organization.

The latest example of Klan influence is the jailing in Crawfordville, Ga., of a Negro civil rights photographer, Mr. Brig Cabe of Bloomfield, N.J., on a charge of possession of fireworks. He was held for 2 days on a \$500 bond until his release was ordered by a Federal court. Yet the Ku Klux Klan member who was charged with assault on Mr. Cabe was immediately released on \$100 bail. It is shocking to see the victim of an unprovoked assault such as this treated more as a criminal than the man who assaulted him. A fine editorial in today's Newark Evening News discusses the importance of this investigation to determine the harm done the Nation by the Ku Klux Klan, and under unanimous consent, I place it in the RECORD at this point.

[From the Newark Evening News, Oct. 18, 1965]

PROBING THE KLAN

The House Un-American Activities Committee is scheduled to begin public hearings this week in its investigation of the Ku Klux Klan. President Johnson called for the inquiry in a televised address last March after the slaying in Alabama of Mrs. Viola Liuzzo of Detroit, a civil rights worker.

Legislation to bring the Klan at last under effective control of law will depend on the committee's findings. Congressional action against the organization, which Mr. Johnson called the "hooded society of bigots," may have a better chance in 1965 than it had in 1924 when the efforts of Senator Oscar W.

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Underwood, of Alabama, ended with the Klan hounding him out of politics.

Current chairman of the House Investigating Committee is also a southerner, Representative Ewain E. Willis of Louisiana who says the Klan is "incompatible with Americanism."

If the Klan is to be outlawed, it is appropriate that the move be led by a southern legislator who has first-hand knowledge of the injury the Klan has done to the Nation, particularly the South.

FPC Disavows Intention To Regulate Retail Electric Rates

EXTENSION OF REMARKS

HON. JOHN E. MOSS

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Wednesday, September 29, 1965

Mr. MOSS. Mr. Speaker, there recently appeared in Drew Pearson's column a report that the FPC is planning to regulate retail rates of electric power companies, which are, of course, now within the sphere of state regulatory agencies. When I saw that report, I promptly contacted the FPC to ascertain whether the report was true.

The Commission disavows any such intention. It appears that the misunderstanding as to the Commission's position resulted from a request by the Office of Emergency Planning that FPC assist OEP in developing a rate stabilization program in the event of a serious national defense emergency—such as nuclear war. The Commission, however, told OEP that any plan for regulating retail electric rates during such an emergency should be coordinated with the various state regulatory agencies, and, that the FPC's role would be limited to the wholesale rate sphere in which the FPC has, of course, considerable experience.

In order to eliminate further misunderstanding, the Acting Chairman of the Commission has restated FPC's position in a letter he recently sent to the National Association of Railroad and Utilities Commissioners, and to the head of each State regulatory commission. The Acting Chairman's letter, and the attachment thereto, will be of interest to the Congress. Therefore, I include them at this point in the RECORD.

AUGUST 5, 1965.

HON. WARREN G. MAGNUSON,
Chairman, Committee on Commerce,
U.S. Senate,
Washington, D.C.

DEAR MR. CHAIRMAN: You have asked me to explain a draft agreement prepared by the Office of Emergency Planning for joint action with the Federal Power Commission which has been represented to you as contemplating an extension of FPC activities into the retail electric rate sphere, now the exclusive province of the State regulatory agencies. I can assure you that the Commission contemplates no such expansion. On the contrary, we did not agree to the draft contract proposed by OEP and informed it that we could best assist OEP in executing its retail rate program by bringing it in touch with State commission personnel.

The draft in question was prepared by the OEP staff as a suggested contribution by the FPC to the stabilization program in the event of a serious national defense emergency (such as a nuclear war situation). After submission of the OEP draft, the Commission staff met with OEP representatives on June 18, 1965, and explained to them the myriad of retail rates in effect throughout the country and the need for planning any stabilization program for retail electric rates in conjunction with local regulatory bodies. While FPC is ready to contribute our experience in the wholesale rate sphere to the national emergency effort, as I have stated, we made clear that any plan for regulating retail rates in an emergency should be coordinated with the State commissions.

The Federal Power Commission has at no time sought to extend its peacetime responsibilities to the regulation of electric retail rates. We have of course indicated our readiness to contribute our experience to emergency planning and we assume that when State and local bodies are asked to do the same they will respond in a similarly affirmative manner.

Sincerely,

JOSEPH C. SWIDLER,
Chairman.

FEDERAL POWER COMMISSION,
Washington, D.C., October 14, 1965.

HON. JAMES A. LUNDY,
President, National Association of Railroad
and Utilities Commissioners, Washington, D.C.

DEAR MR. PRESIDENT: We write to correct recent suggestions that the Federal Power Commission seeks to supplant the retail rate responsibilities of the State commissions. We have no such intention. The misunderstanding grows out of requests by the Office of Emergency Planning for FPC assistance in developing a rate stabilization program in the event of a national holocaust.

The circumstances of our discussions with the Office of Emergency Planning were set forth in the Commission's letter of August 5, 1965, to Senator WARREN G. MAGNUSON, the chairman of the Senate Commerce Committee. A copy of that letter is enclosed for your information.

As the letter makes clear, the Commission suggested to OEP that any plan for regulating retail rates in a wartime emergency should be coordinated with the State commissions.

The Federal Power Commission has at no time sought to extend its peacetime responsibilities to the regulation of retail rates. We have of course, indicated our readiness to contribute the Commission's experience to emergency planning and we assume that when State and local bodies are asked to do the same they will respond in a similarly affirmative manner.

Sincerely,

DAVID S. BLACK,
Acting Chairman.

Dangers of the Consular Treaty

EXTENSION OF REMARKS

HON. EDWARD J. DERWINSKI

OF ILLINOIS

IN THE HOUSE OF REPRESENTATIVES

Monday, October 18, 1965

Mr. DERWINSKI. Mr. Speaker, last Wednesday I inserted an article by Columnist Harry E. Dembkowski of the Polish American in the RECORD because I felt his comments on the dangers of

the proposed consular convention with the Soviet Union should be brought to the attention of the Members. Mr. Dembkowski has written another article on this subject, and I insert it in the RECORD as well:

DANGERS OF THE CONSULAR TREATY

(By Harry E. Dembkowski)

In keeping with its practice of steam-rolling legislation through Congress, it would not be surprising, come next year, to witness an attempt by the Johnson Administration to force the Senate's ratification of the consular treaty without adequate discussion or debate—or without adequate national discussion and debate. Before that time, therefore, it is important that the treaty's provisions—and dangers—be made known to all concerned.

Last week we explored the background of the consular treaty. Today we will discuss some of the many reasons why the treaty, although proposed in the name of "peaceful coexistence," is undesirable and, in fact, poses a threat to the Nation.

The most serious flaw in the treaty—and the major source of controversy—is that it goes far beyond established precedence and makes an unjustifiable concession to the Soviet Union. It grants diplomatic immunity to the Soviet consulate employees that would be stationed in this country (and to the Americans stationed in Russia) thereby exempting them from arrest and prosecution of whatever crimes—including espionage—they might commit. This is a right which no other nation, not even our allies—has been granted. (Heretofore only embassy and United Nations' employees have enjoyed diplomatic immunity).

The danger involved is obvious when one remembers that the Soviet Union employs even its diplomats for purposes of subversion and espionage. For example: 21 Soviet citizens have been discovered using their positions at the U.N. for espionage purposes, and 12 Soviet citizens employed in the Soviet Embassy in Washington have been exposed as intelligence agents and expelled from the country.

It is argued that this unusual concession is being offered to the Soviets because Moscow has conceded heavily on the question of American citizens who are detained in Russia. According to Russia's criminal code a person can be held incommunicado during an investigation for as long as 9 months. Now, according to the treaty, U.S. authorities are to be notified of the arrest of Americans within 3 days and be given access to them within 4.

But this Soviet "concession" should have been demanded long ago on a reciprocal basis since the United States has always accorded visiting Soviet nationals the benefit to our democratic criminal code (the right to consult an attorney when arrested, etc.) and, moreover, this matter is irrelevant to the consular question.

It is also argued that the U.S. Embassy in Moscow is inadequate to meet all the responsibilities of protection and representation for visiting Americans and that consulates are therefore needed in various parts of that vast land.

But consulates can perform their proper functions without the cloak of diplomatic immunity for its employees, as is the case in those many countries where the United States maintains consulates.

There are further aspects to the matter. If Russia is granted diplomatic immunity other nations will demand and rightly so, that their consular staffs also be accorded that privilege. When it is remembered that some Communist countries already maintain consulates here and would therefore benefit if the United States relinquished criminal jurisdiction over all consular officials, the implications grow even darker.

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This treaty is like Pandora's box. Once opened, it may prove impossible to close.

Aside from the question of diplomatic immunity the treaty contains other pitfalls. If the United States opens a consulate in any of the Soviet "Union Republics" of Estonia, Latvia, or Lithuania, this would amount as Congressman Drawinski has pointed out, to a de facto recognition of Russia's incorporation of those Baltic countries, thus violating our long-standing refusal to grant recognition to that blatant act of imperialism.

And if the United States opens any consulates in the Ukraine or Byelorussia—both of these states have voting rights in the United Nations—we will be serving the ends of the Kremlin by recognizing its supremacy over the Soviet Union's non-Russian nationalities.

A further threat is that Soviet consulates in this country could—and would—be used for purposes of blackmail, intimidation and extortion of Americans who have relatives living in the Soviet bloc. The consulates could also be used as staging grounds for the disruption of anti-Soviet and anti-Communist organizations.

It should be obvious by now that the consular treaty is undesirable and dangerous. Come next year, we should carefully observe which Senators vote for it. And come next fall when election time approaches, it might be wise to retire a goodly number of them.

Great Strides in Education Expansion

EXTENSION OF REMARKS

OF

HON. JOHN V. TUNNEY

OF CALIFORNIA

IN THE HOUSE OF REPRESENTATIVES

Monday, October 18, 1965

Mr. TUNNEY. Mr. Speaker, I place in the RECORD a statement by President Nyerere of the Republic of Tanzania. Education is extremely important to the future of the newly developing nations of Africa and this statement shows that the African leaders are very much aware of the need of improving the educational system of their land.

The statement follows:

GREAT STRIDES IN EDUCATION EXPANSION

We have made very great strides in education expansion in recent years. The number of children in primary schools has increased considerably and is continuing to increase. Yet the greatest emphasis since self-government has been on the expansion of secondary school facilities and on the provisions of places at universities and technical colleges. The results have been very good; since 1960 the number of pupils entering secondary schools has more than doubled and the number entering higher school certificate courses has been increased four times. This year we shall have more science graduates for the higher school certificate from a single school, Mkwawa High School, than we had from the whole of Tanzania in 1963.

WORTH REPEATING

These, and other figures illustrating our progress, have been quoted before but I think they are worth repeating. They represent a great effort by the whole nation, and, of course, particularly by those who work in the education field.

The people of this country have encouraged the Government to devote a very large part of their resources to education, and they have demonstrated again and again their willingness to make the financial sac-

rifices necessary. But development of this magnitude does not only call for money. It calls for devoted and skilled men and women, both as organizers, administrators, and particularly as teachers.

The whole of TANU and the Government is responsible for the decision to devote such a large proportion of our resources to the secondary school sector, but I want to use this occasion to pay a special tribute to the Minister for Education, Mr. Solomon Eliufco, for the way he has taken charge of this responsibility and implemented the broad policy decisions. Together with his staff at the Ministry of Education he has done a magnificent job in completely reorganizing our educational system since independence, integrating it, creating a unified teaching service, devising a syllabus more in tune with the conditions in an independent republic and, at the same time, bringing into being this great expansion of facilities.

NATIONAL ABILITY

In order to achieve all this, however, we have had to outrun our national ability to provide teachers. The small number of Tanzanians who have stayed manfully at their teaching posts despite other attractions have been carrying a very heavy load for the future of our country. I hope that all of us are conscious of our debt to them.

At the same time it has been necessary for us to use large numbers of teachers from other countries. Without this help none of the expansion we are so proud of would have been possible. At the university college, at the technical college, at all our secondary schools and even primary schools, our progress has been made possible because of teachers from countries abroad—particularly, in point of numbers, from Britain and America. We are grateful to these teachers for their help, and we hope that many of them will stay with us for a long time to come.

But it would be absurd for us to continue to rely on expatriate teachers to man our educational system. It is one thing to receive help in overcoming the inheritance of educational neglect; it would be another thing to imagine that this help excuses us from taking steps to fulfill our own teaching needs in the future. We must educate and train our own teachers at all levels as rapidly as possible. The teachers college we are opening today is one of the steps which are being taken to achieve that aim. It is not the only one. As you know, major new building works are in preparation at Morogoro, Marangu, Mpwapwa, and Butimba, as well as smaller expansion schemes at other more junior teachers colleges. All these developments are urgently needed and we are especially appreciative of the help which countries abroad are giving us in this field. By helping to make it possible for us to train our own teachers, donor countries are helping us to achieve our major aim of eventually standing on our own feet.

In the case of this college here at Dar es Salaam it is America to whom we are indebted, and I welcome this opportunity to express our appreciation. It is because of an AID loan of \$338,000 that I am able to open this building today, and this is a loan which carries only nominal interest rates and has a long repayment period. Because of this loan we now have 142 students at the college here, and next year we expect to be able to accommodate 280 students. The buildings are very attractive and also well designed for the work which will be done in them. The architects, Messrs. French and Hastings, and the builders, Messrs. V. M. Chavada, Ltd., are to be congratulated on their work, as are all the other people in the Ministry and among the staff of this college who have contributed ideas and supervision.

Finally on this subject, I would like to pay tribute to Mr. Organ and his colleagues whose work on the landscaping and gardens has in-

sured that even at this early stage the college campus is attractive. I hope that everyone will cooperate to maintain and improve still further this high standard.

Buildings by themselves, however, are not very much use. This college is already able to make a contribution to our teaching requirements because since September 1962 we have had the services of specialists from Kent State University, U.S.A., in the planning and teaching at the college. It is this help which has made it possible for the college to expand from 25 students in 1959 to the present number. In addition these expert visitors have contributed very much to improving the quality of the training given to teachers both here and elsewhere in Tanzania.

REPLACEMENTS

I am told that the Kent State University team is now gradually returning home. They are doing so because at the same time as they were working here their colleagues in their home college were training Tanzanians in the skills necessary—and these Tanzanians are now beginning to return home. By this time next year, therefore the Tanzanian counterparts of the experts we have been using will have entirely replaced the Kent State University personnel. Let me use this opportunity to say how much we appreciate this planned and organized scheme of training, and also that we hope the individuals who have been staying with us will not completely sever their connections with Tanzania. I would add that, on their return to America, we also hope they will be able to spread understanding of what we are trying to do in Tanzania.

The facilities in both staff and equipment which have been available at this college have made it natural that this should be the center for advanced teacher training work, and for the introduction of new courses. Not only do we have a large number of people here being trained as grade A teachers—that is those who have obtained school certificates—but we have also introduced here the first course for education officers grade III. Only 17 students instead of the 40 we were hoping for have come forward to take this first course for ex higher school certificate teacher training; but I am sure this number will increase rapidly as secondary school students realize that after the higher school certificate they can enter a course for training in secondary school teaching up to form IV without obtaining a degree.

I certainly hope this is the case. In my experience few things are more personally rewarding than opening the minds of future citizens of our country so that they may learn to appreciate and develop their own potentialities for service. Good teaching is hard work. Let those who doubt this try to become an effective teacher. But it is also a very honorable profession and its members richly deserve their high status in our society. I hope that Tanzania will continue to accord to its teachers the very highest respect. A nation which fails to do this is like a family in which no respect is shown to the parents, an attitude which is clearly incompatible with our traditional society, and with the socialist society we are now building.

In return for this respect, and indeed to earn it, what is it that the teachers of Tanzania have to do? They have to transfer to the children of this country certain skills and certain basic facts about our country and the world. Equally important, they have to encourage their pupils to develop a pride in themselves and their nation on the basis of those ethical principles which underlie all religions and upon which our state is based. But, in addition to all these things, they teachers of Tanzania have to prepare their pupils to live in a rapidly changing world where Tanzania will take its place as part of a developing continent. It is no use the teachers giving to their pupils

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the answers to the existing problems of our nation. By the time the pupils are adults the problems will have changed. Instead they have to develop among their pupils a "problem-solving capacity"—an ability to think, to reason, and to analyze the skills and the information they have acquired, and thus create new ideas and new solutions to new problems.

Work of this nature requires from the students of this college a high degree of application in their work; a high degree of confidence in themselves, and also a desire for service. They are being asked to inculcate attitudes of service and attitudes of inquiry into the minds of the young. They will only be able to do this if they adopt such attitudes themselves and if their character is above reproach.

ACTIONS NEEDED

While you students are here at this new college you will have to show by your actions that you realize you are being given an opportunity to train in the most modern and the best-equipped teachers' college in the country. You must look after the facilities you have been given so that those who come after you will also be able to benefit from them. You must also be ready when necessary to assist in the manual work of sweeping and cleaning, and in maintaining the grounds of the college. You must recognize that the highest standards will be demanded from you in your work. Idleness or indifference would be inappropriate at this place, and I am sure that none of you will make it necessary for the principal to carry out his duty of severe disciplinary action against anyone who indulges in these two habits. In fact, we expect students at the Dar es Salaam Teachers' College to develop a sense of professional pride which influences your behavior and your whole attitude to work. I consider it essential, for example, that some of your allowance should be spent on the purchase of those items of equipment which a good teacher must always have by him—such things as reference books, mathematical instruments, and the scissors, selotape, and other things needed for visual aids. You should not expect government to provide such tools for you in addition to your allowances; and when you leave this college you should possess, as your own, the things which every teacher needs if his work is to be done properly wherever he is.

PROBATION PERIOD

When students from this and other colleges have graduated they have a 2-year probationary period before being confirmed in the unified teaching service. This period will be a testing one during which young teachers may be challenged to the full. In particular they may be appointed to any school in the country, wherever the need is greatest. I am sure that the graduates of Dar es Salaam Teachers' College will not flinch from this duty.

Indeed I believe that some—and I hope many—of the students here will go further and volunteer to serve their probation as members of the national service. If they do so, they will receive the normal 3-month national service training, and then, as service men and women, they will teach wherever they are required, under the normal inspection conditions, thus completing the practical aspects of their training as usual.

Your Excellencies, I have spoken for longer than I intended and still not said all the things there are to say. I can only mention in passing the Swahili workshop, which will take place here shortly, despite my very great personal interest in improving the teaching of our national language. And I have not mentioned either our financial needs for phase II of the building program here,

which will call for another £127,000. But perhaps it is better that we concentrate today on expressing our appreciation of the loan we already have and on rejoicing in the fine buildings before us.

[From the East Africa Nationalist, July 26, 1965]

THE NATION'S TEACHERS

In her fight against ignorance the United Republic of Tanzania has made great strides, and the opening of the Teachers' College at Chang'ombe by President Nyerere last Saturday underscores this achievement.

Students who are, and will be, privileged to attend this college will receive training in the most modern methods of the science of education by a band of devoted tutors, indigenuous and expatriate. The country has a wise foresight of their Government and the generosity of Americans to thank for this very modern college.

The eradication of ignorance is only one front, and members of the teaching profession the vanguard, in the war against backwardness; for a nation of ignorant men and women cannot wage a successful war against disease, nor that against poverty; teachers therefore play a very key role in the overall plans of our development, and they deserve the highest respect of the nation, as rightly pointed out by the President. All our schemes to raise our people's standard of living will literally come to nought if we do not strengthen our teaching manpower. All manner of skilled personnel—planners, economists, engineers, doctors, lawyers—must in the first instance depend, for preparation for their skills, on teachers. It is therefore fitting that expansion of training facilities is provided for in the 5-year development plan.

The ordinary man or woman could be forgiven for not knowing exactly what a teacher goes through, what responsibilities he carries and how public his failure can be if he does not deliver the goods. But the Government does, and does so in no uncertain manner, for the cabinet is graced by the presence of some ex-teachers. That perhaps explains the emphasis correctly placed on the production of more and better teachers.

At a time when we were fighting colonialism it was necessary that we mobilize all our forces irrespective of our training; for some time after we had won our independence it was equally inevitable that in adjusting the administration some teachers should move into more lucrative jobs in the higher echelons of the civil service; but this was no more than a necessary evil; it was a severe drain on the teaching profession. It is therefore proper that the Government should now make good that loss.

Government should at this stage try to attract none but the best brains into the training colleges. Time there was when anyone was good enough to be a teacher, with the result that not only was the profession diluted, but a psychological situation was created whereby the teaching profession was a pis aller. This was most unfortunate because it meant that the best brains went elsewhere, and only when students failed to qualify for entry into other professions did they go in for teaching.

In the new and sovereign Tanzania this need not be so because our own people decide which are the priorities in our development plans. It will be a long time before we can produce our economists and engineers by pressing a button, and until we reach that happy state we shall still need teachers. And whereas the respect accorded to teachers last Saturday is not grudged, we suggest respectfully that Government would do well to adjust the discrepancy in material reward between teachers and other professional personnel of comparable standing.

The Key for Good Diving

EXTENSION OF REMARKS

OF

HON. DANTE B. FASCELL

OF FLORIDA

IN THE HOUSE OF REPRESENTATIVES

Monday, October 18, 1965

Mr. FASCELL. Mr. Speaker, with the first concrete signs that adjournment is in sight, many of our number are casting about for a place to take a well-earned vacation. For those who have not yet decided where they would like to spend this time, I offer a suggestion: consider Key West, Fla.

Key West, the southernmost point on the continental United States, offers a diversity of activities—there is something for everyone to do, see, and enjoy. For the fisherman there are abundant supplies of sailfish, marlin, dolphin, barracuda, bonito, and others in the immediate vicinity. For the skindiver there are innumerable old shipwrecks to explore in waters that abound with living coral and over 600 species of tropical fish. For the nonsportsman or the individual just looking for a rest, there is the city of Key West with its Old World charm and excitement.

In the October issue of Skin Diver magazine, Mr. Don Groves has written a delightful article on the Florida Keys in general and Key West in particular. In the article, entitled "The Key for Good Diving," Mr. Groves has fully captured the activities available to all. For those who seek an adventure-filled adjournment, I recommend this article and further recommend that they consider grazing the fair city of Key West with their presence.

The article follows:

THE KEY FOR GOOD DIVING

(By Don Groves)

Want to dive in this country's clearest and warmest waters? Care to swim in water that literally abounds with the remnants of old shipwrecks, living coral, and more than 600 species of tropical fish? Looking for an interesting old world atmosphere combined in a thriving modern city where you can live cheaply and comfortably and still be located less than a day's small boat distance from 12 ocean reefs? Perhaps you may be seeking the type of reefs where the depth of water is shallow enough to permit standing but where it also drops off to any depth one may desire?

If by any chance these are just a few of the characteristics you would somehow like to have incorporated in your favorite "swimming hole"—then "go southernmost"—young man. Go to the very southernmost tip of the United States that is—to Key West, Fla. There you will happily discover the greatest all-around spot in this hemisphere for the skindiver. Moreover, you will also find the finest and biggest little city on an island anywhere.

Sunny, picturesque Key West, located only 90 miles from Havana, Cuba, uniquely retains its nicely blended mixture of tranquil Cuban, West Indian, and Bahamian lore right in the midst of an influx of tourists, artists, writers, as well as an important (21,000 man) U.S. naval installation.

Rich in its colorful history, this little city has the ability of recreating for the properly